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ABSTRACT

The major focus of the study was the construction of an ideal role model for the paraprofessional youth worker who is a program assistant for the Extension Service and to test such a model with a limited number of youth agents and volunteers in North Carolina. Role theory provided the conceptual frame of reference. Program assistant, a new position which occupies an intermediate position between volunteer and youth agent, requires adjustments in the organization. Five functional categories (maintenance, needs, planning, execution, and evaluation) were identified and defined with a representative sample of critical role tasks delineated in each. The methods used in developing a new job description through task analysis may be useful in studying other positions. A 69-item list of references in included. (MS)

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ROLE MODEL FOR THE PARAPROFESSIONAL YOUTH WORKER IN THE EXTENSION SERVICE

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A summary of Extension Service, USDA, Special Project Report (Project No. 12-05-300-191), 1970, conducted in the Department of Adult and Community College Education and Office of 4-H, Agricultural Extension Service, North Carolina State University, Raleigh, N. C.

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PREFACE

This summary report by Dr. John A. Kiesow, Assistant State Leader, 4-H; Oregon State University; Corvallis, Oregon; is the first phase of a pilot project being conducted in North Carolina.

John's objective was to identify an ideal role model for utilization of paraprofessionals in 4-H. Dr. E. E. Lewis, Extension Sociologist-Youth, is coordinating the testing of this model in two North Carolina counties.

John has written this in research style and included the complete list of references to enhance its usability by others wishing to do research in the area of paraprofessional staff development.

Milton Boyce
4-H Program Leader
Extension Service
U.S. Department
of Agriculture

Introduction

The Extension Service, like many other organizations designed to serve the social needs of people, faces a myriad of challenges. These challenges are mainly the result of rapid societal change. Conspicuous among these is the need to seek out and test new staffing patterns to facilitate serving the expanding needs of a contemporary clientele. Shortage of professional staff and increasing demands from all segments of society lend urgency to this task. A prominent and plausible solution, advanced for many of the social work fields, including the Extension Service, is the use of paraprofessionals. Paraprofessional can be defined to mean "along side of."

It was in this context that a study was carried out designed to construct an ideal role model for youth program assistants.[1] It is believed that program assistants can assist in 4-H - Youth program expansion efforts to increase enrollment numbers, with both traditional and new audiences, and to develop and implement a more flexible and relevant program.

The Problem and Purpose of the Study

The Extension Service cannot rely on graduate-level personnel to fill all 4-H - Youth staff positions. Two factors are paramount. First, youth agents are encumbered with repetitive and routine tasks that do not require professional expertise. This makes it difficult to recruit and retain professionals. Secondly, the great thrust to secure economic adequacy and greater social participation for the entire population has made it necessary to expand the efforts of the Extension Service.

Organizations exist to accomplish certain goals and objectives which are realized through the interacting behavior of its members. This leads to the positions and roles that must be played. If one is to add a new position, that of program assistant, then he must become concerned with the role of the new position in relation to the existing positions. In most Extension youth staff models this includes the professional staff members and volunteer leaders. What is needed, then, is a clear role definition for each position in the context of a teamwork approach to programming.

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[1] 4-H - Youth Development Program Assistant (program assistant) - a paid paraprofessional hired to work in an intermediate position between the youth agent and volunteer leader in conduct of county 4-H - Youth programs.

The relationship then of the youth agent, program assistant and volunteer leader in the 4-H - Youth program will be crucial to program effectiveness. They represent a team, each contributing his part to attainment of organizational goals. To accomplish this a clear delineation of the roles of each team member must be established. As the program assistant takes over more of the old role of the 4-H agent, the professional will become freer to be innovative, to experiment and to develop new programs and relationships.

Thus, a team approach is necessary and the youth agent must hierarically move up in his role tasks, permitting the new team member (program assistant) to fill the void. This approach will allow time for innovations to meet new program needs as well as providing for essential needs of the volunteers to continue their important function in direct education of youth.

In summary, the major focus of the study, from which this research will be reported, was the construction of an ideal role model[2] for the paraprofessional youth worker, i.e., the program assistant for the Extension Service. Guided by role theory concepts, the model was developed for the program assistant as an intermediate position. The conceptual approach was to view the position as the middle position of a hierarchical county and/or geographic area youth staffing model which includes youth agents, program assistants and volunteers. Basic to the delineation of role model tasks were the current and prospective youth program needs for an effective program for the 70's.

A second purpose was to test the model with a limited number of youth agents and vounteers in North Carolina.

Background and Related Research

Due to the newness of paraprofessionals in Extension, it appeared appropriate to look at several social work organizations for insights and relevant research as a base to guide the formulation of the ideal role model for program assistants. Objectives of this effort were to gain a general overview of paraprofessionals, their relation to program, need for paraprofessionals, methods of utilization, relationships with organizational workers, and implications for organizations.

This review led the researcher to conclude that perhaps the most productive and efficient way to develop a job description for program assistants is in terms of a role theory approach. Emphasis should be

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[2] The tasks that should ideally be included in the role definition or job description of a program assistant.

placed on functions and tasks. This approach begins with the agency and its goals and objectives. From there it works downward to the identification of the functions and individual roles (tasks) required to implement the agency program.

One implication, already noted, is that the role of the program assistant must be built in relationship to other roles and the total organizational program needs. Further implications from the review are that professionals should devote more of their time to educational activities, assessment of needs, and program supervision. Program assistants should be utilized to assist in program expansion and outreach to new audiences. And finally, the volunteer should be involved in handling more of the organizational and operational aspects of the youth program.

Almost without exception, discussions involving the use of aides point to the fact that working with and through program aides introduces a whole new dimension in role relationships. Silverman[3] (1969, p. 45) paints the picture very clearly:

"The great problem in the utilization of the subprofessional is just as much in the professional as it is in the subprofessional. It doesn't make any difference if we're talking about the professional county agent or home economist, professional social worker, a professional teacher of English, a nurse, or a director of mental health. There are certain problems that all professionals are facing: that many of the skills he possesses and identifies with professional pride are not that difficult to learn. We are in such a drastic social change that professionals in all helping services have to change - the professional has to learn to move over, to redefine his role. And he must give up his need for role identity in the part of the role that can be transmitted to the subprofessional."

Conceptual Frame of Reference

Since this study dealt with the structuring and functioning of the Extension youth program and the relationship of program assistants working cooperatively with youth agents and volunteers, role theory provides a directive conceptual schema for analysis.

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[3] Silverman, S. A. 1969. Subprofessionals in Extension. Journal of Cooperative Extension 7:43-50.

A basic question was whether the program assistant role model be of the existential type (developed by the participants in the social system), or should it be the constructed type (developed by the social scientists). The researcher found support for and selected the latter typification system. The rationale for this approach rests first with the newness of this position and lack of knowledge by system participants. Secondly, rapid changes in an expanding and innovative youth program make it difficult for many participants to delineate a realistic role model to meet current program needs.

Role theory is based on the assumption that individuals do not behave in a random manner. Rather, they are influenced to a high degree by their own expectations and of those in the social system in which they are participants. Individual behavior, then, is in large part a function of expectations. Positions provide one basis on which expectations may be assigned to individuals.

A major advantage of role analysis is that a search for roles, counter roles, and expectations incumbent on the position of youth program assistant can lead to an orderly way to view Extension's youth program. This type of study can reflect to the investigator possible areas of conflict and problems of interaction.

In this study the term position was used to denote the location of youth program staff at the county and/or geographic area. The position of program assistant, in relation to the counter positions of youth agent and volunteer, served to locate the actors in the system of the Extension youth program.

Role was defined as a set of expectations applied to an incumbent of a particular position. The present investigation was concerned with the delineation of functional tasks for the program assistants viewed as a focal position. The functions were derived from the youth program goals, with the role tasks for program assistant being assigned in relationship to the two counter positions - youth agent and volunteer.

The concept of role expectations was viewed as a logical approach to guide the researcher in thinking about what tasks might be appropriate for the constructed ideal role model. Role tasks were used in the study to develop the activity that would be expected in each functional area for the program assistant. The degree of appropriateness was studied from the standpoint of the counter positions of youth agent and volunteer.

Role conflict was considered to guide the development of a role model with a potential for high consensus. Role consensus is essential so the youth staff can be of maximum service to their clientele. Differences in consensus were used to signal places where variability in role incumbents' attitudes, values, or other personality characteristics may account for different role expectations. In these cases role expectations may need to be changed, or role incumbents may need additional training so they understand and accept the present roles of the various system positions.

The program assistant role must be built so the average incumbent to this position can learn to identify with the role and learn to perform it. Through this learning process the role occupant's chance for satisfaction in the role will be enhanced, and organizational effectiveness will be increased.

For this study a hierarchical position-centric model was used in the development and analysis of the program assistant role model. This model included youth agent, program assistant, and volunteer as diagramed in Figure 1.

The researcher developed the position of program assistant as the second position in the hierarchical youth program staff model. The rationale was to hold the volunteer position at its present level, moving the youth agent upward in the hierarchy. The program assistant will fill the intermediate position. This approach appears valid due to the increased role tasks in the youth program.

Essentially the employment of program assistants will add a new hierarchical level, as well as create a new position. Therefore, differences in expectations must be identified and efforts made to resolve them if program assistants are to make maximum contributions toward organizational goals. Effectiveness can be greatly increased when each position occupant knows, understands, and accepts his role and the roles of those with whom he interacts.

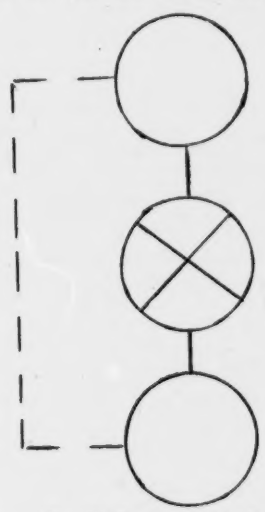

Figure 1. Position-centric model for youth program assistant (Adapted from model developed by Gross[4] et al., 1958, p. 54)

[4] Gross, N., W. S. Mason and A. W. McEachern. 1958. Exploration in Role Analyses Studies of the School Superintendency Role. John Wiley and Sons, Inc., New York, New York.

Research Process

Six major procedural steps were employed in the development and testing of the ideal role model. These steps will be described briefly below and some samples of instruments used presented to further amplify the research process used in this study.

Step 1

The first goal of the researcher was to establish a base for a viable youth program in the 70's. This was done by reviewing key reports which project current and potential Extension youth program needs. Of special interest were Extension role studies that have developed job descriptions and roles of youth agents and volunteers.

In addition, because of the newness of this position to Extension, it was reasoned that a review of paraprofessional involvement in other social work fields would be helpful. An ERIC search was run using relevant descriptors and those citations which had promise of yielding supporting information were reviewed. Much of the New Careers literature was included.

This action accomplished two research tasks. First, it helped the researcher finalize his research process, and secondly, it identified many potential tasks for the new position of program assistant.

Step 2

To gain concrete data regarding actual roles of program assistants, the 4-H - Youth Division of the Extension Service, USDA, was contacted for assistance. The researcher spent a week in Washington, D.C., reviewing studies and interviewing staff regarding programming and staffing. A survey made during 1971 had indicated that 1,986 4-H aides had been utilized in 1970 4-H programs. Arrangements were made for the researcher to have some in depth interviews in West Virginia, where program assistants were being utilized.

An interview schedule (see Sample A) was developed to assist in collection of information for task analysis. Supported by the publication, Task Analysis,[5] which was sponsored by the New Careers Training Laboratory, an effort was made to look at the roles played by youth agents, program assistants, and volunteers "as now exists" and "as should be" if they could operationalize the program as they thought it should be. In each county visited all three position occupants were interviewed, i.e. agents, program assistants, and volunteers. Twenty-one interviews were completed.

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[5] Jackson, Vivian C. 1971. Task Analysis: A Systematic Approach to Designing New Careers Programs. New Careers Training Laboratory, New York University, New York.

Step 3

From the above outlined steps the researcher developed and listed approximately 300 potential tasks that could be a part of a county youth program worker's job. Criteria growing out of literature reviews guided the work of selecting tasks appropriate for program assistants. These criteria were as follows:

1. That the Extension Service must have a dynamic, relevant and flexible youth education program geared to helping youth reach their serious developmental needs in today's society.

2. That professional staff must consider their first priority audience - youth program assistants and volunteers - who are trained to carry out educational activities with the members.

3. That youth program assistants will work under the supervision of the county and/or geographic area 4-H - Youth development agent.

4. That a task is a separate and distinct part of a function requiring some activity (physical or mental) related to a specific purpose. That to the extent possible tasks will be described in behavioral terms to more clearly depict what activity is to be performed to accomplish the task.

5. That it is necessary to identify tasks essential to conduct a 4-H - Youth program for county and/or geographic areas, and then assign role tasks to youth agent, program assistant and volunteer based on these three positions of workers - working as a team to provide leadership for the total youth program.

6. That the program assistant role model must be a realistic description (most program assistants can perform or readily learn to perform), recognizing there will be a wide variation in background and entry level skill.

7. That role tasks will need to be written at a specific level, recognizing respondents will be asked to evaluate the appropriateness of the tasks. Thus, the role model will not be exhaustive, but rather will be limited to a representative sample of critical tasks.

8. That most of the tasks are seen as lying on a continuum. All three positions of workers may relate to the same task, but at various levels.

9. That the role model must provide for a viable position that can yield job satisfaction to the role incumbent.

Another procedure used in developing the ideal tasks was the development of functional categories for the role model. A function was defined as: A group of tasks which are similar in nature. When the job description is expressed in behavioral terms the subject matter within a functional area may change, but the behavior will be similar. A function, therefore, may include several individual tasks.

The functional categories used for the present study were based on a conceptual schema for planning, implementing and evaluating task-oriented organizations that function in a voluntary setting (Boone et al.).[6] The functions and their definitions are listed below.

Maintenance - Activity directed toward the support, supervision and renewal of the organization.

Needs - Activity directed toward needs identification and analysis related to target audience.

Planning - Activity directed toward decision making in selection of objectives and organizing learning activities.

Execution - Activity directed toward implementing, mobilizing, and monitoring the teaching learning process.

Evaluation - Activity directed toward measuring the effectiveness of the programming function in bringing about change.

Applying the above criteria and using the functional categories, the researcher selected 81 tasks and in a second review narrowed the model to 61 tasks. Developing Job and Position Descriptions in the Cooperative Extension Service (Lavery et al., 1965) was most helpful in the final writing of tasks. The tasks were written with action verbs which would connote the behavioral activity needed to carry out the task. This was done in order to facilitate putting the tasks into a completed job description which could be made even more specific by quantification.

Step 4

In an effort to further improve the role model, a selected panel of 15 members were asked to rate each task as acceptable, or not acceptable, using a specially designed evaluative instrument (see Sample B). Also the panel rated the functional assignment of each task. These ratings were done after careful orientation was given to the entire panel regarding the researcher's theoretical base, criteria, and functional category definitions.

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[6] Boone, E. J., R. J. Dolan and R. W. Shearon. 1971. Programming in the Cooperative Extension Service: A Conceptual Schema. Misc. Extension Publication 72, The North Carolina Agricultural Service, Raleigh, North Carolina.

Validity was substantially enhanced by the use of the panel, which was made up of Extension staff and adult educators from national to county level. Included were administrators, educators and program specialists. County workers included Extension agents, volunteers and nutrition aides. With panel assistance, a 50 task model was developed which was felt to provide an adequate representative sample of the critical tasks in each of the five functional categories.

Step 5

Following the development of the constructed ideal role model, the tasks were used in the development of a mail questionnaire for the purpose of testing appropriateness of tasks - as viewed by youth agents and volunteers. When respondents marked a response as inappropriate, they were then asked to indicate to whom they would assign the task. (see Sample C).

Step 6

Responses were machine tabulated to determine relative importance assigned to each task in total and by positional group. The major objective, however, was to determine degree of consensus on role model tasks between youth agents and volunteers. Interpositional consensus was also studied by functional category. A further check was made to determine if the variables of tenure, education, size of program, or location (rural or urban) would influence degree of consensus within a positional group.

Findings

The construction of an ideal role model for program assistants was the major focus of this study. Guided by role theory and using a programming conceptual schema, five functional categories were identified and defined as essential for an informal educational organization. Within these categories, a representative sample of critical role tasks were delineated for the program assistant role model.

The model, including functional categories and tasks, is presented below.

Maintenance: Activity directed toward the support, supervision and renewal of the organization.

- Serves as a public relations person for the 4-H - Youth program and Extension.
- Interprets 4-H - Youth program and Extension policies and procedures to county 4-H volunteer leaders and to the public - projecting the image of the modern, flexible youth program.

- Acts as a liaison person between the 4-H - Youth agents and the community and/or county.

- Maintains good working relations with other youth groups by helping keep channels of communication open.

- Assists the 4-H - Youth agents in developing an understanding among leaders of 4-H philosophy, objectives and methods.

- Assists 4-H - Youth agents in developing good relations between 4-H program, donors, civic groups, business groups and government officials.

- Participates in county Extension agents' staff conferences.

- Counsels with 4-H - Youth agents on policy changes and assists in implementing new policies.

- Serves as a liaison person between the 4-H - Youth agent, 4-H volunteer leaders and 4-H members.

- Assists the 4-H - Youth agents in project or activity promotion and publicity.

Needs: Activity directed toward needs identification and analysis related to target audience.

- Helps 4-H volunteer leaders determine the purposes and objectives of 4-H - Youth activities and events.

- Informs 4-H volunteer leaders of youths' needs, opportunities and responsibilities to meet these needs.

- Communicates needs of local people to 4-H - Youth agents.

- Reads and keeps up-to-date with needs, interests and concerns of youth.

- Helps identify the needs, interests and problems of youth in the county.

- Reads and keeps up with current information on 4-H - Youth work.

Planning: Activity directed toward decision making in selection of objectives and organizing learning activities.

- Understands immediate and long range program goals and assists 4-H volunteer leaders in planning local youth programs to provide learning experiences to help youth reach these goals.

- Assists 4-H - Youth agents in determining program objectives.

- Assists 4-H - Youth agents in planning and developing training for 4-H volunteer leaders.

- Assists 4-H volunteer leaders in locating resources required to support local 4-H programs.

- Assists 4-H volunteer leaders in planning a yearly program including meetings, project work, special activities and a calendar of events.

- Assists 4-H - Youth agents in developing and maintaining effective advisory committees.

- Prepares materials for teaching 4-H volunteer leaders and members.

Execution: Activity directed toward implementing, mobilizing and monitoring the teaching learning process.

- Counsels with 4-H volunteer leaders on how to work with parents and other leaders.

- Organizes special project clubs to meet particular needs and interests of youth.

- Visits local 4-H volunteer leaders to assist them with local club problems.

- Supervises the organization of local 4-H clubs.

- Identifies key citizens who might support or work with 4-H - Youth program.

- Conducts junior leader training meetings to improve their leadership abilities and competencies such as camp counseling.

- Advises county junior leaders' association or older youth groups.

- Conducts leader training meetings on a local or community basis.

- Trains 4-H volunteer leaders in subject matter skills when competent.

- Suggests resource people to present information at local meetings.

- Attends 4-H volunteer leader meetings and keeps leaders informed about meetings.

- Conducts county 4-H - Youth events and activities as assigned.

- Explains 4-H to youth individually and in groups.

- Trains 4-H volunteer leaders to guide the operation of the local youth program.

- Helps coordinate 4-H volunteer leaders' local 4-H activities with county 4-H program.

- Assists in selection of project leaders, activity leaders and junior leaders needed by the club.

- Informs youth, parents and other adults about the 4-H - Youth program.

- Assists 4-H - Youth agent in providing materials and resources for 4-H volunteer leaders to use in training members.

Evaluation: Activity directed toward measuring the effectiveness of the programming function in bringing about change.

- Assists 4-H - Youth agents in evaluating county activities.

- Assists 4-H - Youth agents in determining effectiveness of methods and procedures used in the youth programs.

- Attends local 4-H meetings occasionally to help evaluate programs.

- Assists 4-H volunteer leaders in evaluating growth and development of 4-H members in terms of educational goals.

- Makes recommendations for improvement and strengthening of program.

- Confers with 4-H - Youth agents on progress, problems and results of 4-H - Youth activities.

- Evaluates periodically with 4-H volunteer leaders their effectiveness in performing their respective tasks in the 4-H prgoram.

- Keeps essential records as required by the Extension office.

- Reports training needs and other help needed by the 4-H volunteer leaders to the 4-H - Youth agent.

A second purpose of the study was to test the model with a limited number of youth agents and volunteer leaders.

In general, tasks were assigned a high degree of relative importance for the 50 task ideal role model. Respondents, based on a combined mean score, rated the tasks 4.10 on a five point Likert-type scale. Analysis by positional group showed that youth agents had a mean score of 4.05 for all tasks, contrasted to a total mean score of 4.15 for volunteers. This similarity of rating demonstrated a high level of consensus on relative importance and strong support for the overall role model as being appropriate for program assistants.

Differences, however, in intensity of rating individual tasks appeared on close inspection of the data. Task scores, when youth agents and volunteer scores were combined, ranged from a low mean score of 3.23 to a high of 4.87. The range for youth agents was 3.10 to 4.87, compared to 3.16 to 4.88 for volunteers.

Some noticeable differences were evident on relative importance when the mean scores were grouped by functional category. Planning tasks rated the lowest with a combined mean score of 4.03. Maintenance and execution category mean scores were 4.06. Evaluation rated somewhat higher at 4.21, while needs tasks were clearly the highest rated at 4.39.

The high relative importance found for the functional category of needs supported the New Careers literature that paraprofessionals can and should be used extensively in needs identification.

There was no significant difference between respondent groups on degree of consensus on the importance of 39 out of the 50 tasks studied. Fifteen percent of the respondents felt that eight of the tasks should not be a part of the role model. When tasks were grouped and summed by functional category, there was a low degree of consensus between respondents on relative importance in all but the maintenance category. The selected variables of education, tenure, size of program and location exhibited negligible association with degree of consensus.

Conclusions and Implications

A role study for a new organizational position has great pragmatic value for organizational goal attainment. Cooperation and effectiveness among workers, in a large part, are dependent upon an understanding and acceptance of the roles of each organizational member. Moreover, role expectations must be congruent with overall organizational goals if an organization is to acheive a viable program. Role analysis is seen as a useful orientation to the study of expected behavior of a particular position in the Extension organization. It was found that expectations can be studied, analyzed and described in terms of tasks.

Building an ideal role model for a new positional group of workers, i.e., researcher built as opposed to expectations of present organizational workers, is one efficient way to work toward institutional change. To the extent that tasks for new positions are based on the contemporary needs of an organization, this procedure is especially valid.

A role model that has been constructed and tested for a new organizational worker can have many implications. Every organizational position exists in relationship to other organizational positions. Therefore, when new positions are added, an organization must make appropriate adjustments. This will be especially true when the new worker will change

the traditional hierarchical structure, as will be the case for the youth program staff model when the program assistant intervenes between youth agent and volunteer. In this study it was evident that youth agents did not agree with volunteers on tasks that would have program assistants working in direct relationship with volunteers. One may conclude that youth agents desire to maintain direct relationships with the volunteers.

This role model for program assistants can help identify required positional qualifications, direct pre-induction orientation and on the job training, aid in job supervision, provide a basis for writing job descriptions, undergird the development of county youth staffing models, and serve to guide evaluation of current youth programs where program assistants are employed.

A number of states have used the role model tasks to develop job descriptions with a Q-sort technique. To accomplish this the tasks can be typed on sheets of paper and cut into single tasks. Those persons then, who are concerned with the job description, can in a group or on an individual basis sort out those tasks which they feel should be a part of the job description. The tasks seen as appropriate for any one program assistant will vary according to a number of organizational variables.

The functional task development approach used to develop an ideal role model for program assistants in this study may be useful in studying this position, or other positions, in other states. Also, the findings may be helpful to all staff members as they form expectations for Extension program assistants. It also can be concluded from the analysis of tasks by functional category that the program assistant role was seen as appropriate in all aspects of the organizational life of the youth program.

This paper is based on an Extension Service, USDA, Special Project Report and doctoral dissertation, entitled, "Role Model for the Paraprofessional Youth Worker in the Extension Service," completed at North Carolina State University, under the direction of Drs. Jerry Parsons and Curtis Trent, Department of Adult and Community College Education. The study was completed in cooperation with the U. S. Department of Agriculture and the Office of 4-H, Agricultural Extension Service, North Carolina State University.

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Sample A. Role of the Paraprofessional Youth Worker in the Extension Service

INTERVIEW SCHEDULE

Demographic Data

1. County _____ or State _____
2. Agent ___ Aide _____ Leader _____
3. Age _____ yrs. 4. Tenure _____ yrs.
5. Rural _____ Urban _____ Combination _____
6. Experience in 4-H - Youth Work _____ yrs.
7. Race _____
8. Marital Status: Married _____ Unmarried _____
9. Number of Children _____
10. Education: High School _____ College _____

    Years _____ Type Degree _____
11. Size of 4-H program _____ (number of 4-H members)
12. Number of organized community clubs _____
13. Prior Experience (work or volunteer)

Role Definitions

1. What do you do in the 4-H - Youth Program?
2. What does Agent--Aide--Leader do? (Describe two which apply)
3. What do you think the role of Agent--Aide--Leader should be?

(over)

Sample B. Panel Evaluation Form

(A Partial Sample)

Tasks	A		B		C		
CODE: A = Task Appropriateness B = Task Assignment C = Task Functional Assignment	Acceptable	Not Acceptable	Program Assistant	Program Aide	Acceptable	Questionable	Should Be Assigned To:
1. Acts as a liaison person between the 4-H program and the community and/or county.							
21. Assists 4-H - Youth development agents in determining program objectives.							
41. Assists communities in selection of project leaders, activity leaders and junior leaders needed by the club.							
61. Confers with 4-H - Youth development agents on progress, problems and results.							

Sample C. Questionnaire

(A Partial Sample)

INSTRUCTIONS

On the following pages is presented a suggested set of work tasks that could be a part of the youth program aide's job description.

Numbers on the scale following each task statement in the questionnaire have the following rating.

5 Very Appropriate -- an essential part of the aide's job

4 Somewhat Appropriate -- probably should be a part of the aide's job

3 Undecided -- may or may not be a part of the aide's job

2 Somewhat Inappropriate -- probably should not be a part of the aide's job

1 Very Inappropriate -- definitely should not be a part of the aide's job

Please circle only one number to indicate your feeling on the appropriateness of each task for the youth program aide. Be sure you circle one number for each separate task. If you circle Very Inappropriate, number 1 for the task, then also check in the next column indicating who you would assign the task to -- 4-H Agent or 4-H Volunteer Leader. Check in this column only if you circle number 1.

YOUTH PROGRAM AIDE JOB DESCRIPTION		Agent	Leader
1. Assists 4-H Youth Agents in evaluating county activities.	5 4 3 2 1	( )	( )
2. Serves as a public relations person for the 4-H Youth program and extension.	5 4 3 2 1	( )	( )
3. Counsels with 4-H volunteer leaders on how to work with parents and other leaders.	5 4 3 2 1	( )	( )
4. Understands immediate and long range program goals and assists 4-H volunteer leaders in planning local youth programs to provide learning experiences to help youth reach these goals.	5 4 3 2 1	( )	( )